



TENNESSEE DEPARTMENT OF

EDUCATION

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Criminal Justice II

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	5987
Prerequisite(s):	<i>Criminal Justice I</i>
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the third course in the <i>Law Enforcement Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Criminal Justice II is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the

United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. This course prepares students for advanced work in crime scene analysis and forensic science, and offers strong knowledge and skill preparation for postsecondary or career opportunities in associated fields. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the third course in the *Law Enforcement Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Situational Management

- 1) Define the terms anger, hostility, passive, aggressive, and assertive behavior in the context of law enforcement engagement with citizens (for example, in the event of an arrest or a traffic stop). Describe the strategies that law enforcement officers use to defuse hostile situations, and reflect on the factors that could exacerbate or alleviate one such situation. (TN CCSS Reading 4; TN CCSS Writing 4, 9)
- 2) Research and give examples of crisis scenarios involving children, persons with mental or physical disabilities/disorders, and those with passive, aggressive, or assertive behavior. Develop a step-by-step procedure for effectively managing each of the situations, ensuring the safety of all persons involved and maintaining ethical and professional behavior. For example, analyze a situation in which a law enforcement officer must detain a young adult impaired by an illegal substance. Cite information from at least three resources such as textbooks, interviews with law enforcement or healthcare professionals, and print or digital law enforcement journals and websites. (TN CCSS Reading 1, 2, 3, 4; TN CCSS Writing 4, 8, 9)
- 3) Summarize in an informative essay major theories surrounding crisis negotiations. Discuss a range of considerations in the negotiation of a crisis, including but not limited to communications techniques and styles, hostage safety, public safety vs. individual safety in a hostage situation, and safety of law enforcement personnel. (TN CCSS Reading 2, 8, 9; TN CCSS Writing 2, 9)
- 4) Define what constitutes bullying and when law enforcement should become involved. Describe laws that have been developed to identify and prosecute suspects of bullying. Develop a public service announcement highlighting strategies for middle and high school students to combat bullying. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 6, 8, 9)
- 5) Describe in an oral or written presentation the characteristics of victims of domestic violence and child or elder abuse. Identify legal and confidentiality considerations, techniques for interviewing suspected victims, and resources available to seek support for victims. (TN CCSS Reading 1, 2, 4, 8; TN CCSS Writing 4, 9)



- 6) Role-play in a lab or classroom setting the techniques of effective crowd management, including but not limited to deployment of crowd control methods, use of force continuum, and regulations related to the use of deadly force. (TN CCSS Reading 2, 3; TN CCSS Writing 8, 9)
- 7) Outline law enforcement rules and responsibilities in threats of natural disaster and potential terrorism, addressing at minimum the following elements: disaster preparedness, bomb threats and suspicious objects or persons, protection of citizens, and safety of law enforcement personnel. (TN CCSS Reading 1, 4, 9; TN CCSS Writing 4, 9)

Civil Laws

- 8) Describe the responsibilities of law enforcement officers for each of the following court orders: domestic violence protective orders, orders of no contact, and orders to pick up children. Relate examples of civil court cases detailing how and under what circumstances law enforcement officials were required to execute these orders. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 4, 8, 9)
- 9) Citing laws and legal documents, outline the responsibilities of law enforcement personnel in civil law procedures for serving writs, warrants, and summons, including areas of attachment, garnishment, claim, and delivery. (TN CCSS Reading 1, 6; TN CCSS Writing 8, 9)
- 10) Investigate law enforcement personnel limits on the use of force and entry into/onto private property during civil process services. Document the relevant procedure for a specific situation, such as in the Soldal v. Cook County, Illinois, case. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 7, 9)

Alcohol and Beverage Laws

- 11) Define alcoholic beverages and differentiate between legal and illegal alcohol sales. Cite state laws to support analysis of the differences. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 8, 9)
- 12) Investigate organizations that have formed over the past century to combat the negative effects of alcohol abuse in teens and adults. Relate how legislation and law enforcement practices have changed due to the efforts of these organizations. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 7, 8, 9)
- 13) Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence. Compile the research into an oral, visual, or digital presentation, citing landmark cases upholding these laws. (TN CCSS Reading 2, 7; TN CCSS Writing 6, 9)
- 14) Research the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Document, according to law enforcement guidelines, the possible outcomes of the preliminary breath testing device and the three Standardized Field Sobriety Tests of horizontal gaze nystagmus, walk-and-turn, and one-leg stand. (TN CCSS Reading 1, 2, 3, 4, 9; TN CCSS Writing 4, 5, 8, 9)



Arrest and Transport

- 15) Devise a written plan for completing the search of a suspect without violating the individual's rights according to Tennessee state search and seizure laws. Drawing on case studies or police training videos, role-play search and seizure procedures in a classroom/lab setting. (TN CCSS Reading 1, 3, 4; TN CCSS Writing 4, 9)
- 16) Interpret acceptable procedures for transporting a person without violating his or her personal rights and maintaining safety for everyone involved. Debate how these procedures might require modification for juveniles, persons impaired with mental/physical diseases and disorders, and any other special population. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 9)
- 17) Summarize interrogation techniques used by law enforcement personnel as influenced by John E. Reid. Demonstrate in a role-play scenario each of the interrogation techniques while maintaining the constitutional rights of suspects and victims. (TN CCSS Reading 1, 3, 4)

Courts and the Criminal Trial Process

- 18) Compare and contrast the specific state and federal laws and ethical issues that affect relationships among defendants and law enforcement professional, and debate these issues in an oral or written format. Discuss the application of professional/ethical codes and standards of practice. (TN CCSS Reading 2, 9; TN CCSS Writing 1)
- 19) Examine a criminal trial case. Identify the procedures related to the testimony of the witnesses: what rules of questioning must be followed by the lawyers, what the definition of an expert witness is, who can testify, the circumstances under which testimony is deemed factual, and what qualifies as perjury. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 8, 9)
- 20) Explore the ways that public opinion and the decisions of elected officials can affect the criminal justice process; construct a hypothetical case in which these actors influence the court system or its function, and discuss the implications. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)

Initial Response to Crime Scene

- 21) Conduct a systematic search of a simulated crime scene. Develop a sketch using triangulation, rectangular coordinates, straight-line methods, and transecting baseline coordinates following law enforcement industry standards for gathering evidence. (Include measurements, compass directions, scale of proportion, legend, key, and title.) Explain components of the search to classmates as if presenting to a jury. (TN CCSS Reading 2, 3, 4)
- 22) Identify the common types of physical evidence, explain acceptable parameters for determining significance, and provide cautions and limitations when dealing with evidence. (TN CCSS Reading 2, 3, 5)

Corrections

- 23) Articulate important historical events and milestones impacting the evolution of the penal system in the United States. Compile a timeline or other graphic to illustrate major



developments from the colonial period to today, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)

- 24) Compare and contrast the various types of public and privately owned jails/prisons at the local, regional, state and federal levels. In an informational essay, provide an overview of the prison systems in the state (including local, state, and federal) that includes the following institutional characteristics: the types of prisoners housed, maximum capacity, staffing requirements, safety measures in place, levels of security or other distinguishing characteristics, and training requirements for staff (both pre-employment and professional development). (TN CCSS Reading 1, 2, 8; TN CCSS Writing 4, 9)
- 25) Explain the structure of the juvenile detention system in Tennessee. Develop an argumentative essay on the efforts underway in the state to address the problem of disproportionate confinement, and evaluate the effectiveness of such efforts to date by developing appropriate claim(s) and counterclaim(s). (TN CCSS Reading 2, 5; TN CCSS Writing 1, 4)
- 26) Explore the origins of parole, probation, and community corrections. Define each term and explain the interrelationships among the concepts, addressing the role of law enforcement and relevant social issues in criminal justice. (TN CCSS Reading 2, 4,)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

